

Broward County Public Schools

Rock Island Elementary School



2015-16 School Improvement Plan

Rock Island Elementary School

2350 NW 19TH ST, Fort Lauderdale, FL 33311

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	F	D

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rock Island Elementary School's mission is to provide all students a with a superior education that meets their individual needs and allows them to achieve to their full potential. This mission was the foundation that led to choosing the Transformational model for the school. This "College and Career Ready" model will promote high quality instruction aligned to Florida Standards, engagement of all stakeholders, and ongoing professional development for teachers.

Provide the school's vision statement

The vision of the school was established and grounded in the University of Chicago Consortium on school research that sustains the five essential supports for school reform:

- 1) Instruction
- 2) Learning Climate
- 3) Instructional Leadership
- 4) Professional Capacity
- 5) Family and Community Involvement

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Responsive Classroom Morning Meetings, is a powerful teaching tool used by hundreds of thousands of teachers in K–8 schools. It builds a classroom climate of trust, academic growth, and positive behavior by launching each school day with a whole class gathering. Morning Meeting provides an opportunity for our kids to get warmed up for the day, enjoy participating in a friendly greeting so everyone feels welcome at school, provides an opportunity to engage with written language, and informs the kids of the schedule and expectations each day. Everyone does Morning Meeting a bit differently, but core themes persist. It is a positive, child-centered, and interactive.

We have a PBIS (Positive Behavioral Intervention Supports) program for K-2 called PAX and we use CHAMPS for 3-5th grade. The teachers have been trained and supported.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe and supportive school environment is at the core of student success. In an effort to address the needs of students, teachers and staff will learn and implement Social and Emotional Learning (SEL) standards and goals to embed into instruction and classroom management. De-escalation and restorative justice practices are alternative strategies that reduce disparities and promote positive discipline. They are essential in creating and sustaining a safe and supportive environment for student learning. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. We have implemented a common language around the 5 Rules of Respect across the school building and in the classrooms (Respect Yourself, Respect Your Peers, Respect Adults, Respect Property, and Respect Learning Time) is reinforced daily.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A Multi-tiered System of Support for students is an essential component of the educational process. When students do not respond to general instruction, the primary classroom teacher identifies needed instructional and/or behavioral interventions to meet particular needs and uses a data based problem solving process. If a student still does not respond, the process becomes more formal; more focused and is referred to the Response to Intervention (RtI) Leadership Team for review. The RtI Leadership Team meets weekly. The team offers support through a tiered approach for instructional delivery by collecting an array of data. Tier 1 data is routinely inspected for academics and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. Students are consistently monitored for progress.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a full time Social Worker and Guidance Counselor that work with each grade level team to discuss various strategies to meet the needs of their students. Our Guidance Counselor pushes in to classrooms to engage in SEL (Social and Emotional Learning) activities with the class and offers Professional Development for teachers. Our teachers were trained in RtI and also receive ongoing support in implementing strategies to meet the needs of their students. We also have a full-time behavior tech to support restoration and support our students in returning to their classrooms after they have struggled. Positive Behavioral Supports are essential to ensure all needs are met.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Administration and teachers review student data (past and current) ongoing in data cycles every three weeks to monitor student progress and/or lack of progress to implement interventions and adjust instruction based on student needs and individual data.

- Retention
- Attendance
- Assessment Data (State, District, & School Based)
- Behavior

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	2	3	4	5	
Attendance below 90 percent	14	25	8	5	52
One or more suspensions	2	1	3	3	9
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	22	22	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	2	1	3	3	9

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Extended-Day Instruction in Literacy (60 minutes)
- Social Work Referrals have been generated for specific students
- Behavior-Tech and Guidance Counselor has pushed-in to classrooms and provided various behavior strategies
- Instructional Coaches support individual teachers with instructional strategies as well as grade levels
- Guidance Counselor supports teachers with behavior and academic interventions
- Teachers and Support Staff progress monitor their student's data and areas of growth and success to continue to meet their specific needs
- On-going professional development per grade level on multi-tiered strategies and support
- Parent and Teacher meetings to support the home/school connection

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183325>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school will provide high quality instruction for students and increase collaboration and communication with parents through parent letters, monthly newsletters, weekly teacher phone calls, monthly parent nights, and parent conferences to support students and their families.

Teacher parent conferences are held at minimum of two times throughout the school year. Monthly parent meetings are scheduled through SAC, PTA, and SAF. Curriculum parent nights are held each quarter to inform parents about content, material, and student data in order to help their children succeed. For example, the school held a Science Night (experiments, actual scientists working with families, etc.) and a Family Reading Night with local authors, activities, and book giveaway to build home libraries.

The school is currently working to create and build a Parent University. This initiative will align to the SSOS efforts by offering parents and community members a range of personal and professional growth

opportunities. These opportunities will include GED, financial literacy, English Language classes, and a law clinic for parents to support the growth of the entire family and community. This will provide parents with the tools to assist children in becoming 21st Century learners, college and career ready, as well as global citizens prepared to make positive contributions to society.

Parents and community members are stakeholders in this initiative and need to feel a part of the school in order to improve outcomes for students. Through the SSOS initiative, stakeholders had the opportunity to offer feedback during the decision-making process as the school's transformation model was developed. Their valuable recommendations were considered as the "College and Career Ready" model progressed. As a result, the school has experienced increased participation in parent nights and school functions and will continue to work to improve parental involvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Decotis, Stephen	Principal
Marshall, Sebrina	Instructional Coach
Wallace, Tonya	Instructional Coach
Powell-Miller, Shevaun	Instructional Coach
Cruz, Cassandra	Teacher, K-12
Nuriddin, Muneerah	Instructional Coach
Rawls, Erica	Assistant Principal
Brown, Shlonda	Teacher, K-12
Calhoun, Tiawannah	Teacher, K-12
Slepoy, Jackie	Teacher, K-12
Nathaniel-Johnson, Carrol	Teacher, K-12
Moore, Olamide	Other
Henry, Juney	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school's guidance counselor, Jeanine Petro serves as the coordinator of the school-based Rtl Leadership Team. The school's administration, support staff, which includes the instructional coaches and grade level lead teachers; are assigned as case managers for academic and behavioral referrals on a case-by-case basis. Classroom teachers consult with case managers to track the implementation of interventions and monitor their effectiveness.

Members of the Rtl Leadership Team work with the SAC team to develop and implement the School Improvement Plan. They identify the problem, analyze data, develop and implement the intervention plan and evaluate its effectiveness.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

When students do not respond to well-designed lessons, effective instruction, and supportive classroom environments; the data-based problem solving process is used by their primary classroom teachers to identify needed instructional or intervention directions or supports. If a student still does not respond, the process becomes more formal; more focused and is referred to the Rtl Leadership Team for review. The Rtl Leadership Team meets weekly. The team offers support through a tiered approach for instructional delivery by collecting an array of data to make instructional decisions that include interventions to assist student learning. The school's guidance counselor, Jeanine Petro, serves as the coordinator of the school-based Rtl Leadership Team. Tier 1 data is routinely inspected in the areas of reading, math and behavior. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students.

Funds are used to fund teachers' salary, provide staff development and purchase materials to implement and support the staff development. Parent activities are planned that will assist parents in helping their child improve his/her academic performance in addition to obtaining materials that parents may use at home to support and assist their child.

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title I funds.

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

SAI funds are used to provide additional tutoring for struggling students.

Rock Island Elementary builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy.

Food and Nutrition Services provide high quality, nutritious meals and nutrition education to students and staff, through programs that are efficient and effective. All students are provided with free breakfast funded through a Nutrition grant.

Head Start is a federal funded program that provides comprehensive services for low-income preschool children and their families. Services include educational, social, medical, vision, dental, nutritional and mental health.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shlonda Brown (SAC Chair)	Teacher
Sophia Smart (Vice Chair)	Teacher
Wanda Dennis (SAF Representative)	Parent
Jennifer Brown (SAC Secretary)	Teacher
Tonya Wallace (Title One Liaison)	Teacher
Stephen P. Decotis (Principal)	Principal
Pearl Richardson (Parent)	Parent
David Hernandez (ESOL Parent)	Parent
Keith Foreman (Student)	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC was given the SIP plan and data. Members of the SAC were part of the review of the SIP and made suggestions for addressing areas of growth and strategies for this year's SIP.

- increase student achievement data through extended learning time and teacher professional development
- based on last year's SIP, we want to grow our parent involvement this school year and increase parent participation in SAC, as volunteers, and in making academic decisions to support the school
- support classroom instruction through volunteering, feedback, fundraisers,

Development of this school improvement plan

- Reviewed Instructional Review for Differentiated Accountability Elements and Indicators
- Teacher and Staff one on one protocol/needs assessment and input given through grade levels
- Community/Teacher Meeting with SAC members present and school data and needs presented 8/20/2015
- Shared SIP Initial Draft with SAC Chair
- Shared with school Leadership Team
- Scheduled SAC Meeting for 9/14/2015 to review the SIP Data

Preparation of the school's annual budget and plan

Reviewed school data and allocations and made suggestions on areas of focus.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We have an extended learning day with an additional 60 minutes of Literacy Instruction each day. The teachers have developed a collective overall plan based on the school data and Common Core Standards to create lessons to intervene and support each student through Writing Workshop. The Writing Workshop program is supported by a consultant each week to guide and support implementation. Teachers are on a Grade Level Team in order to collaborate as a PLC (Professional Learning Community) to focus on the district initiative of CARE (Curriculum, Assessment, Remediation, and Enrichment) to enhance and leverage student learning and outcomes. The Reading Coach works intimately with the teachers to monitor progress, name areas of growth, and to support their instruction weekly through classroom observations, meetings, and one on one support. We have also been awarded the School Improvement Grant (SIG) and will receive \$750,000 a year

for the next three years to implement new programs and enhance those in existence to meet the needs of all of our students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Nuriddin, Muneerah	Instructional Coach
Powell-Miller, Shevaun	Instructional Coach
Wallace, Tonya	SAC Member
Marshall, Sebrina	Instructional Coach
Cruz, Cassandra	Teacher, K-12
Brown, Shlonda	Teacher, K-12
Calhoun, Tiawannah	Teacher, K-12
Henry, Juney	Teacher, K-12
Moore, Olamide	Other
Slepoy, Jackie	Teacher, K-12
Nathaniel-Johnson, Carrol	Teacher, K-12
Decotis, Stephen	Principal
Rawls, Erica	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

- To increase Reading meeting/exceeding percentage school-wide
- To develop and increase the instructional capacity of our teachers
- To use data to drive instruction and interventions/strategies class by class and student by student
- To ensure that each teacher scaffolds instruction to ensure that all students, including students with disabilities and English Language learners, access complex texts and engage in complex tasks
- To observe and support each teacher's use of formative assessments during instruction to monitor student progress and check for understanding of student learning
- To model lessons to support instructional capacity
- To implement the CARE model (Curriculum, Assessment, Remediation, Enrichment)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Learning Communities (PLC) were developed as a way to support teacher's instructional capacity and collaboration to increase student achievement. Grade Level PLC's meet three times a week

formally for 45 minutes to plan, analyze, and collaborate with one another.

Systems and structures were created to map out the curriculum based on standards, data systems to analyze student by student data every three weeks, common planning time three times per week for 45 minutes, and parental and community engagement through parent nights, SAC, and PTA.

Feedback and observation cycles were established to monitor and support the efforts for improvement, and track progress on stated goals. The school's firm belief in the logic model that strong leadership develops organizational capacity which then improves teacher instruction that then increases student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal is responsible for reviewing all resumes. The principal will then create a team of stakeholders to interview all candidates using an interview protocol that requires the candidate to name areas of success, demonstrate content knowledge, explain team experiences, and role play school-based scenarios. The team then rates the candidates and the highly qualified candidates are invited to meet with the principal one on one.

Common planning meeting (PLC's) time is built into our school's weekly routine to privilege teacher collaboration and support through building professional learning communities that practices job-embedded professional development. The purpose of common planning time is to create a professional learning system that builds opportunities for growth in teacher content/skill knowledge, intervention strategies, best practice sharing, and an evaluation/reflection system that analyzes instructional capacity, strategies, and teacher support based on the analysis and reflection to develop teacher capacity.

The principal is investing in and developing a leadership team to practice distributive leadership as well as to set up systems of support within each grade level. The administrative team's goal is to develop teacher leaders that promote and cultivate equity of voice on their teams and increase instructional capacity to improve student achievement and outcomes.

The school is currently establishing clear goals around school data in order to be strategic and intentional with our work, which creates a culture that is consistent, transparent, and collaborative in working toward common goals.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A major plan for mentorship this year is through our Grade Level Teams. Grade Level Leads are the teacher leaders on each grade level and their role is to lead three 45 minute common planning PLC (Professional Learning Community) meetings a week with their team to develop a year-long scope and sequence that maps out Common Core Standards and skills teachers will need to teach throughout the year. During common planning time, teachers will plan using their instructional materials that are aligned to standards and analyze student data to plan re-teaching plans, differentiation, and support class by class and student by student. Data tools and protocols have been established to use in order to plan intentionally for instruction. Each Grade Level Team has an administrator and/or coach assigned to support each team's specific needs and teachers.

Grade Levels will observe one another and give one another feedback and share best practice strategies through their grade level common planning time. Coaches are also working our new teachers one on one and differentiating support and releasing support as it is no longer needed based on classroom observations, lesson plans, and data analysis.

New teachers will work closely with our teacher NESS lead. Once a month our NESS lead will conduct classroom observations and give teachers feedback. A new teacher induction sessions will take place once a month in order to provide effective support and to meet their specific needs. We have the Teacher Incentive Fund and have assigned TIF coaches to mentor teachers one on one to support teacher growth.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

As the school shifts the instructional focus to a College and Career Ready curriculum based on Florida Standards and project-based learning, every student has a voice for authentic learning and leadership. Our mission is to provide all students a superior education that meets their individual needs so they may achieve their full potential. Based on student surveys, parent meetings, and community forums, we have established a Transformational model that will expose our students to various college and career areas of focus.

Teachers will develop and implement standards based curriculum through differentiated and interactive instruction that is informed by best practices that build student literacy and critical thinking skills. In order for this to be achieved, the school must have focused Professional Learning Communities (PLCs), common planning, addition of new technology and initiatives based around the "College and Career Ready" model. Teachers will engage in common planning time three times per week to build and support teacher instructional capacity to increase student achievement.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers submit their kid by kid tool data analysis every 3 to 4 weeks based on standards assessments and name specific obstacles and strengths in order to inform their daily instruction. The kid by kid tool disaggregates the class data and details exactly where each student is (by percentage) in order to progress monitor for remediation and/or enrichment.

Teachers analyze the data to determine their students level of mastery of the standards, use performance tasks/formative/summative assessments, and adjust instruction based on the data. The Grade Level PLC's use a cycle of inquiry tool during their data deep dive to name specific areas of growth and share best practices in order to grow their students and improve their achievement.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,860

By extended our day an hour each day, we are able to give our students 60 minutes of Reading instruction given by their classroom teacher for continuity and they have planned intentionally for Reading/Writing instruction and support. Our teachers work closely with our Reading Coach and Literacy Consultant and have used our school data to develop intentional plans to meet the needs of specific students and grade levels through a Writing program and integrated lessons.

Strategy Rationale

In order to increase student achievement, our students need a strong foundation, remediation, and enrichment in literacy in order to access complex texts and fluency, students need more concentrated time on building and increasing their reading skills as well as to remediate deficits.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Decotis, Stephen, stephen.decotis@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline data was given at the beginning of the year and data will be collected informally weekly by the classroom teachers and the Reading teachers. Formative data will be collected and analyzed every two weeks by all teachers and summative/on-going district assessments will be disaggregated to analyze the data kid by kid to get to specific interventions based on individual student needs. Teachers will use this data to inform their instruction, re-teaching plans, and to differentiate their instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Head Start (HS) Program has implemented a new literacy, math, and science curricula in HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students progress in the program.

The Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and time lines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Rock Island houses three Pre-School (1-Head Start and 2-PLACE) classes that provide services to 3 and 4 year-olds. The Head start department collaborates with the KG Grade Level Team and attends their meetings to understand the KG curriculum and align their work with where their HS need to be

by the end of the school year.

During the Headstart year, parents are invited to monthly meetings that cover a wide variety of safety, nutrition, wellness and academic concerns. The Headstart staff sends invitations to parents for a "Meet & Greet" during the Back to School Community Night the week before school begins. At the Meet & Greet parents meet their child/children's teachers, explore their classrooms, tour the school and meet key support personnel.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The academic focus of our school is College and Career Ready through Common Core (Florida Standards) and Project Based Learning.

Our goal is to implement a program this year that focuses on the whole child through engaging, relevant, challenging, and high quality curricula and instruction. Our goal is to provide students with multiple opportunities to problem solve, explore, investigate, and have a literacy rich environment.

Through the following initiatives and programs;

- Literature (for students) and Project Based Learning Teacher materials
- Technology...we are part of an Innovations for Learning Grant for K-1, but we will add additional technology for 2nd-5th to compliment their classroom learning and to push students to be 21st Century

Learners with the creation of a technology lab special

- Transportation to college, businesses, community organizations, and misc. trips to enhance their learning

and deepen their understanding of options and the world around them

- Parent University...funds to host parent workshops to support and connect with the whole family in order

to improve student outcomes

- School garden will support college and career experiences as well as give the students a sense of community and ownership of their learning and experiences

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the school continues to provide community outreach opportunities, to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success.
- G2.** If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.
- G3.** If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA, Science, Technology, Engineering, and Math, then student proficiency will increase for all students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If the school continues to provide community outreach opportunities, to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success. 1a

G074623

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- Curriculum / parent nights have been scheduled for once a quarter.
- Open House once per quarter
- SAC meetings once a month
- Parent letters go home weekly by classroom teachers and the school
- Collaboration with Arthur Ashe Technical Center to offer our parents GED, ELL, and Technical classes
- Collaboration with the Tyrone Bryant Library and Librarian on a monthly basis (through parent nights, flyers, outreach, school visits, and monthly collaboration opportunities)

Targeted Barriers to Achieving the Goal 3

- A consistent commitment to outreach by all staff members

Plan to Monitor Progress Toward G1. 8

Increased evidence of staff involvement, collaboration, and shared decision-making

Person Responsible

Stephen Decotis

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC minutes, surveys, focus group feedback, etc.

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.

1a

G074624

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0

Resources Available to Support the Goal 2

- Our teachers teach an intensive Reading/Writing Workshop daily for 60 minutes in addition to the 90 minute Reading block - Common planning time 3 x's a week to build teacher instructional capacity in order to increase student achievement as teacher's are an immediate lever for student achievement - Data cycles and analysis every three weeks to analyze student data in a granular way to create specific interventions and strategies to support student achievement - Common Core Standards based instructional materials and lesson plan alignment - Common Core professional development throughout the year to support implementation and application of the standards and curriculum - Accelerated Reader, DAR, and literature for teachers and students - Reading Coach and Instructional Coach Support - District Instructional Coaching support weekly

Targeted Barriers to Achieving the Goal 3

- Grade Level Team collaboration and planning consistently and intentionally

Plan to Monitor Progress Toward G2. 8

- Effectiveness of common planning time
- Assessment data cycles and analysis (team and individual teacher)
- Vertically and horizontally aligned curriculum to CCSS
- Fully implement school-wide RtI strategies so that tiers and strategies are known and implemented in each class
- Fully implemented classroom libraries that are filled with complex texts, leveled readers, and non-fiction texts

Person Responsible

Stephen Decotis

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

- Actions taken based on to improve team/individual functions/instruction and progress toward stated team/school goals - Kid by Kid Data Tool - Incremental progress toward achievement goals, student by student, as well as by grade level to measure student growth - Grade Level curriculum maps aligned to CCSS and implemented through lesson plans per grade level - RtI weekly meetings, teacher documentation, and RtI support for teachers by the RtI team - Classroom libraries with a usage protocol and complete with complex texts and non-fiction texts

G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA, Science, Technology, Engineering, and Math, then student proficiency will increase for all students. 1a

G074625

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	40.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Structured Common Planning time for teachers 3 x's a week for 45 minutes to support grade level teams and teachers in their PLC's - Coach support, peer to peer classroom observations, mentoring, job-embedded professional development given by Instructional Coaches - Classroom resources, manipulatives, and consumables - Engineering is Elementary, iReady, First in Math, Reflex Math - Technology Lab and Robotics (Digital 5)

Targeted Barriers to Achieving the Goal 3

- Implementation, analysis and use of data by teachers to inform instruction

Plan to Monitor Progress Toward G3. 8

Implementation of the Standards-Based Curriculum Units and Performance Tasks, progress monitoring toward moving AMO subgroups to proficiency based on Running Records, FAIR, District Beginning and Mid-Year Assessments, Formative and Summative Assessments, and the new Florida Standards End of Year Assessment

Person Responsible

Stephen Decotis

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

- Student Assessment Data (formative and summative) - Classroom Observations/Walkthroughs (for teacher effectiveness) - Results of all the assessment data named above

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If the school continues to provide community outreach opportunities, to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success. **1**

 G074623

G1.B1 A consistent commitment to outreach by all staff members **2**

 B194890

G1.B1.S2 Build the capacity for staff to effectively collaborate with one another. **4**

 S206490

Strategy Rationale

Collaboration leads to shared decisions and ownership over the work.

Action Step 1 **5**

All Grade Levels will effectively collaborate in the sharing and implementation of Best Practices.

Person Responsible

Stephen Decotis

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observations of In-Service staff PD's and CARE PLC's; PLC Minutes, Unit Plan contents, and Data Tool Analyses.

Action Step 2 5

The staff will use collaborative efforts to develop and implement activities to enhance community outreach opportunities, geared towards assisting parents with the academic, social, and emotional well-being of their children.

Person Responsible

Stephen Decotis

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Observations/Minutes of In-Service staff PD's and CARE PLC's; Observations of staff presentations during parent monthly meetings, open house, community nights, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership will observe staff's level of engagement in PD's and PLC's, and collect feedback from staff regarding implementation of shared best practices.

Person Responsible

Stephen Decotis

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Grade Level PLC/Staff PD Agendas and Meeting Minutes; Leadership PLC/PD Observation Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership will use staff collaboration interest/needs surveys to determine PD and PLC topics and use feedback to gauge success of group's collaboration.

Person Responsible

Stephen Decotis

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016


Evidence of Completion

Observations of In-Service staff PD's and CARE PLC's; PLC Minutes, Unit Plan contents, and Data Tool Analyses; Staff poll/survey results

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum. 1

 G074624

G2.B2 - Grade Level Team collaboration and planning consistently and intentionally 2

 B194894

G2.B2.S1 Common planning time for each grade level Professional Learning Community (PLC) 3 x's a week for 45 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally for differentiated instruction that addresses deficits and enrichment for each student. Grade level walkthroughs and observations to give one another feedback weekly. Modeling and best practices shared in exemplar classrooms. 4

 S206493

Strategy Rationale

Teacher's benefit immensely from collaboration and working toward common goals in their Professional Learning Communities. It is essential that teachers effectively use data and through their PLC's to help teachers feel comfortable, knowledgeable, and skilled in using a variety of data on a regular basis to improve teaching and learning.

Action Step 1 5

Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Person Responsible

Stephen Decotis

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Weekly agenda and minutes and established grade level SMART Goals

Action Step 2 5

All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLC's.

Person Responsible

Stephen Decotis

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Unit Plan contents, Data Tools feedback, classroom walk-throughs, student performance task samples, etc.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Fidelity and productivity of grade level meetings

Person Responsible

Sebrina Marshall

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Agenda and minutes, data analysis, and walk throughs to observe application of strategies

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Utilizing data as a catalyst to reflect on one's own practice and progress monitor student achievement.

Person Responsible

Stephen Decotis


Schedule

Weekly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Weekly formative assessments and formal assessments every three weeks with a kid by kid data tool submitted and data deep dive discussions weekly in PLC's and the diagnose student learning needs and modify instruction.


G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA, Science, Technology, Engineering, and Math, then student proficiency will increase for all students. 1

 G074625

G3.B3 Implementation, analysis and use of data by teachers to inform instruction 2

 B194899

G3.B3.S1 Grade Level Leads/Leadership Team will develop tiered Professional Development based on the data analysis process, use, and monitor Grade Level Professional Learning Community effectiveness and impact on student achievement. 4

 S206496

Strategy Rationale

Improve teacher effectiveness in order to increase student achievement

Action Step 1 5

Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.

Person Responsible

Erica Rawls

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Increased use of data analysis to inform instruction, re-teaching plans and differentiation strategies in 4 week unit plans, increased student achievement student by student

Action Step 2 5

All grade levels will effectively implement project-based learning and thematic unit strategies/ activities from PDs, along with feedback from leadership team to further develop teaching pedagogy.

Person Responsible

Erica Rawls

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Unit Plans contents that include project-based activities, Remediation, and Enrichment activities; Student assessment results; classroom walk throughs, etc.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Unit plans, student assessment data (formative and summative), re-teaching plans, classroom observations and teachers will use the data to inform instruction, to provide remediation and enrichment, and to monitor student progress

Person Responsible

Stephen Decotis

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Increased student achievement data and increased differentiation and re-teaching that is individualized based on the data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Standards-Based Curriculum Units, SMART Goals & Progress Monitoring toward moving AMO subgroups to proficiency, walkthroughs, instruction, and classroom data

Person Responsible

Stephen Decotis

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher classroom instruction, unit plans, PLC's effectiveness, student data analysis and data tools.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	All Grade Levels will effectively collaborate in the sharing and implementation of Best Practices.	Decotis, Stephen	8/24/2015	Observations of In-Service staff PD's and CARE PLC's; PLC Minutes, Unit Plan contents, and Data Tool Analyses.	6/3/2016 weekly
G2.B2.S1.A1	Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need	Decotis, Stephen	8/24/2015	Weekly agenda and minutes and established grade level SMART Goals	6/3/2016 weekly
G3.B3.S1.A1	Provide ongoing Professional Development on-site and off-site for project-based learning, integrated	Rawls, Erica	8/17/2015	Increased use of data analysis to inform instruction, re-teaching plans and differentiation strategies in 4 week	6/3/2016 weekly

Broward - 3701 - Rock Island Elementary School - 2015-16 SIP
Rock Island Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	lessons, assessment development for performance tasks, and use of data to drive instruction.			unit plans, increased student achievement student by student	
G1.B1.S2.A2	The staff will use collaborative efforts to develop and implement activities to enhance community outreach opportunities, geared towards assisting parents with the academic, social, and emotional well-being of their children.	Decotis, Stephen	8/24/2015	Observations/Minutes of In-Service staff PD's and CARE PLC's; Observations of staff presentations during parent monthly meetings, open house, community nights, etc.	6/3/2016 biweekly
G2.B2.S1.A2	All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLC's.	Decotis, Stephen	8/24/2015	Unit Plan contents, Data Tools feedback, classroom walk-throughs, student performance task samples, etc.	6/3/2016 biweekly
G3.B3.S1.A2	All grade levels will effectively implement project-based learning and thematic unit strategies/activities from PDs, along with feedback from leadership team to further develop teaching pedagogy.	Rawls, Erica	8/24/2015	Unit Plans contents that include project-based activities, Remediation, and Enrichment activities; Student assessment results; classroom walk throughs, etc.	6/3/2016 biweekly
G1.MA1	Increased evidence of staff involvement, collaboration, and shared decision-making	Decotis, Stephen	8/24/2015	PLC minutes, surveys, focus group feedback, etc.	6/3/2016 monthly
G1.B1.S2.MA1	Leadership will use staff collaboration interest/needs surveys to determine PD and PLC topics and use feedback to gauge success of group's collaboration.	Decotis, Stephen	8/24/2015	Observations of In-Service staff PD's and CARE PLC's; PLC Minutes, Unit Plan contents, and Data Tool Analyses; Staff poll/survey results	6/3/2016 every-3-weeks
G1.B1.S2.MA1	Leadership will observe staff's level of engagement in PD's and PLC's, and collect feedback from staff regarding implementation of shared best practices.	Decotis, Stephen	8/24/2015	Grade Level PLC/Staff PD Agendas and Meeting Minutes; Leadership PLC/ PD Observation Notes	6/3/2016 weekly
G2.MA1	- Effectiveness of common planning time - Assessment data cycles and analysis (team and individual teacher) - Vertically and horizontally aligned curriculum to CCSS - Fully implement school-wide RtI strategies so that tiers and strategies are known and implemented in each class - Fully implemented classroom libraries that are filled with complex texts, leveled readers, and non-fiction texts	Decotis, Stephen	8/24/2015	- Actions taken based on to improve team/individual functions/instruction and progress toward stated team/ school goals - Kid by Kid Data Tool - Incremental progress toward achievement goals, student by student, as well as by grade level to measure student growth - Grade Level curriculum maps aligned to CCSS and implemented through lesson plans per grade level - RtI weekly meetings, teacher documentation, and RtI support for teachers by the RtI team - Classroom libraries with a usage protocol and complete with complex texts and non-fiction texts	6/9/2016 weekly
G2.B2.S1.MA1	Utilizing data as a catalyst to reflect on one's own practice and progress monitor student achievement.	Decotis, Stephen	8/24/2015	Weekly formative assessments and formal assessments every three weeks with a kid by kid data tool submitted and data deep dive discussions weekly in PLC's and the diagnose student learning needs and modify instruction.	6/3/2016 weekly
G2.B2.S1.MA1	Fidelity and productivity of grade level meetings	Marshall, Sebrina	8/24/2015	Agenda and minutes, data analysis, and walk throughs to observe application of strategies	6/3/2016 weekly
G3.MA1	Implementation of the Standards-Based Curriculum Units and Performance Tasks, progress monitoring toward moving AMO	Decotis, Stephen	8/17/2015	- Student Assessment Data (formative and summative) - Classroom Observations/Walkthroughs (for	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	subgroups to proficiency based on Running Records, FAIR, District Beginning and Mid-Year Assessments, Formative and Summative Assessments, and the new Florida Standards End of Year Assessment			teacher effectiveness) - Results of all the assessment data named above	
G3.B3.S1.MA1	Standards-Based Curriculum Units, SMART Goals & Progress Monitoring toward moving AMO subgroups to proficiency, walkthroughs, instruction, and classroom data	Decotis, Stephen	8/17/2015	Teacher classroom instruction, unit plans, PLC's effectiveness, student data analysis and data tools.	6/3/2016 biweekly
G3.B3.S1.MA1	Unit plans, student assessment data (formative and summative), re-teaching plans, classroom observations and teachers will use the data to inform instruction, to provide remediation and enrichment, and to monitor student progress	Decotis, Stephen	8/17/2015	Increased student achievement data and increased differentiation and re-teaching that is individualized based on the data	6/3/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If the school continues to provide community outreach opportunities, to assist parents with understanding and identifying the social, emotional, and academic needs of their children, then students will continue to become well-rounded individuals and achieve academic success.

G1.B1 A consistent commitment to outreach by all staff members

G1.B1.S2 Build the capacity for staff to effectively collaborate with one another.

PD Opportunity 1

All Grade Levels will effectively collaborate in the sharing and implementation of Best Practices.

Facilitator

Principal

Participants

Entire Staff

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G2. If all classrooms are equipped with a wide range of enriching literature, then all students will receive adequate exposure to grade appropriate texts, that integrate literary skills and writing across the curriculum.

G2.B2 - Grade Level Team collaboration and planning consistently and intentionally

G2.B2.S1 Common planning time for each grade level Professional Learning Community (PLC) 3 x's a week for 45 minutes. Grade Level Lead works closely with Instructional Coaches and Administration to lead and develop teachers on their team. Data, assessment, and lesson protocols are used to develop consistency and to plan intentionally for differentiated instruction that addresses deficits and enrichment for each student. Grade level walkthroughs and observations to give one another feedback weekly. Modeling and best practices shared in exemplar classrooms.

PD Opportunity 1

Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need

Facilitator

Grade Level Teams and Instructional Coaches

Participants

Grade Level Teams

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLC's.

Facilitator

Instructional Coaches and Grade Level Teams

Participants

Grade Level Teams

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

G3. If teachers effectively deliver academic instruction, that is standards-based with an emphasis on ELA, Science, Technology, Engineering, and Math, then student proficiency will increase for all students.

G3.B3 Implementation, analysis and use of data by teachers to inform instruction

G3.B3.S1 Grade Level Leads/Leadership Team will develop tiered Professional Development based on the data analysis process, use, and monitor Grade Level Professional Learning Community effectiveness and impact on student achievement.

PD Opportunity 1

Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.

Facilitator

Administration, Instructional Coaches, Grade Level Leads, and Outside Vendor

Participants

Leadership Team

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S2.A1	All Grade Levels will effectively collaborate in the sharing and implementation of Best Practices.	\$0.00
2	G1.B1.S2.A2	The staff will use collaborative efforts to develop and implement activities to enhance community outreach opportunities, geared towards assisting parents with the academic, social, and emotional well-being of their children.	\$0.00
3	G2.B2.S1.A1	Meet 3 x's a week and Coaches will offer a differentiated PD opportunity per grade level in a named area of need	\$0.00
4	G2.B2.S1.A2	All grade levels will implement best practices and learning provided during professional developments, when planning for instruction, and discuss implementation during grade level PLC's.	\$0.00
5	G3.B3.S1.A1	Provide ongoing Professional Development on-site and off-site for project-based learning, integrated lessons, assessment development for performance tasks, and use of data to drive instruction.	\$0.00
6	G3.B3.S1.A2	All grade levels will effectively implement project-based learning and thematic unit strategies/activities from PDs, along with feedback from leadership team to further develop teaching pedagogy.	\$0.00
Total:			\$0.00